ENGLISH STUDENTS' PERCEPTION ABOUT DARING LEARNING WHILE QUARANTINE: A QUALITATIVE CASE STUDY

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Article Info	Abstract
Article History Received: June 2020 Revised: July 2020 Published: July 2020 *Keywords* *Writing instructions;* *ELT learning;* *Communicative learning;*	*This study was aimed to know the perception of the second semester of English department students' in Institut Pendidikan Nusantara Global when they have to use daring learning as a media for their learning process when they did the quarantine because of the COVID-19 virus. The researcher did a qualitative case study with a total 32 students' involved as well as participants. This study used several data instruments in gathering the data dealing with the question of the study, i.e: analysis of students' writing tests in the form of writing essays and interviews. The researcher also gave a detailed description of a case study – its definition, some classifications, and several advantages and disadvantages –to provide a better understanding of this widely used daring study. The data were then analyzed whether their writing results were reaching the minimum standard or not and were the students doing well in a daring study or not. From the comparisons, the researcher makes a conclusion in the form of descriptions whether the students of the English department in Institut Pendidikan Nusantara Global enjoy their daring study while quarantining or not.*

INTRODUCTION

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. Teachers' teaching behavior is strongly related to students' learning outcomes (Seidel and Shavelson, 2007; Hattie, 2009), but how teaching behavior is perceived by students across countries is relatively unclear. Because what students will learn in the classroom depends on how they perceive, interpret, and process the information during teaching practices (Shuell, 1996), insights regarding student perceptions of teaching behavior from various cultural contexts can contribute to the advancement of knowledge of effective teaching behavior (Haerazi & Irawan, 2020). Our understanding of what 'teaching' is, is based on our experience. Our earliest experience was in school, where the teacher was also a 'master' or 'mistress', standing in front of the class, telling us what to do and what to learn. Some of us experienced the same kind of 'teaching' at college. Others may have experienced teaching where the 'teacher' is more of an equal, who takes account of the learner's experience and even learns from the learner. It is in line with Yulandari and Rahman (2019) who state that teaching can help other people to learn.

Learning can be done in various ways such as online learning (Daring). According to Haerazi et al. (2020), learning refers to what happened to us in the past. So, for example, learners may think of 'learning' as something which takes place in a school or college, in a classroom. they may think of it as a person sitting alone at night, trying to memories a lot of

facts so that they can pass an examination (Buric & Kim, 2020). However, a bit of reflection show us that 'learning' is much wider than that. After all, children learn a great deal before they even get to school and they learn to speak, to walk. Educational psychologists inform that any activity which leads to a change in our behavior is learning (Vandenbrauocke et al., 2018).

Teaching and learning process is really important for students' exactly at the first-year students in the college. They need the lecturer to teach them about their teaching materials that related to their major, but since the beginning of march in 2020 the students cannot learn in the class their material like before because of the coronavirus or COVID-19. Coronavirus is a virus that attacks the respiratory system. It is due to infection with this virus and it is called COVID-19, coronavirus can cause mild disorders of the respiratory system, severe lung infection, and even death (Huang et al., 2019). Anyone can be infected with the corona virus-like infants and young children, as well as people with weak immunity, are more vulnerable to this virus attack (Holshue et al., 2019). Coronavirus infection is caused by the coronavirus itself. Most coronaviruses spread like other viruses in general, such as Sprinkling saliva (swollen and sneezing), touch the hand or face of an infected person, touching the eyes, nose, or mouth after handling an item that is affected by saliva sprinkling with coronavirus. Because this virus is really easy to spread from one person to another, the Government of the Republic of Indonesia has given a command to stop the teaching and learning process in every level of education in Indonesia in order to minimize the people from infection of this virus. Although the government command is for the better for every people the students' also got the disadvantages from this command.

This study is aimed at investigate the students' perception on online learning (daring learning) amids Coronavirus 19 at English department. Online learning in this study refers to one of the appropriate media that can be used by most of the teacher or lecturer for keep students had an activity when there did their quarantine in their home, and teacher or lecturer hope this learning process is expected to give significant result for the students.

RESEARCH METHOD
Research Design
Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. This study used daring as a media to teach and learning process and qualitative data gathered from the analysis of students writing essays and interview. In line with this Denzin and Lincoln (2005) describe that data are about feelings, opinions, expectations, suggestions, and preferences from the research members and the students related to the method that was used in teaching and learning writing. Furthermore, qualitative researchers study things in natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them."When applying qualitative research methods, the emphasis is put on the natural setting and the points of view of the research participants. The data has been collected using analysis through writing essays and interviews.

Research Subject
The subject of this study was the second-semester students of English Language Education at Institut Pendidikan Nusantara Global in the academic year 2020/2021. There was only one class consisted of 32 students. Those students are involved in filling questionniare dealing with their perception on Daring learning amids Corona virus pandemic.

Instruments
To gather the data needed in this study, the instruments consist of writing essays and interviews. Writing essays was employed when the teacher finish teaches the students third

or fourth time by using daring learning media, so the students were more adjusted with the media that they used. The teacher asks the students' what they think and feels when they use daring learning as a media in the teaching and learning process, and the students would answer the questions in the form of writing an essay.

In the interview guide, some questions were written to guide the interview. Since this study employed a semi-structured interview, the prepared questions in the interview guide were possible to be developed when the interview was done. The interview guide was employed to gather more information from the students regarding during study that they implemented, where they like to use daring learning as the media for studying or they were more suitable to use a traditional method like face to face in teaching and learning process.

Data Analysis

To analyze the data of this study, the model of data analysis procedure suggested by Miles & Huberman (1994) was employed in this study.
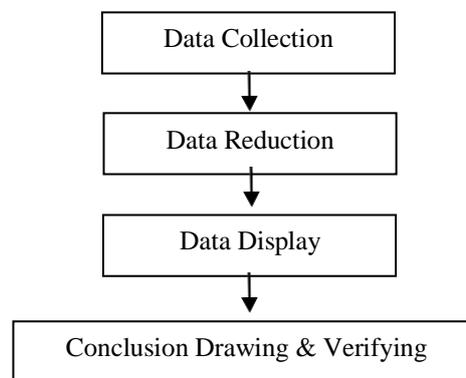

Figure 1. Miles & Huberman's Analysis Model (1994)

In data collection, the data were collected using the students' writing essays. The writing essay was employed to observe what the second-semester students' of Institut Pendidikan Nusantara Global think and feel when they were using daring learning as the media for their teaching and learning process. After that, interview in the form of semi-structured interview with the students was employed to gather more information regarding the reasons why the students' like or doesn't like daring learning as the media for teaching and learning process. The result of data collection was the raw data.

Data reduction involved the process of selecting, simplifying, and organizing the data which were relevant to this study. It focused on the data directly to solve the problem of the study. In this study, the raw data relevant to this study were transcribed, selected, and classified based on Celce-Murcia's taxonomy. In other words, the relevant data was included; meanwhile, the irrelevant data was excluded. The result of data reduction was the transcribed data relevant to this study.

In data display, the data were displayed in the form of table and description, as the result of the data reduction written systematically which could be understood and reasonable. The data displayed in the form of table and description were to made audience easy to read and to know the percentage of the students' that like using daring learning as the media of their learning process, and also the students' that doesn't like to used daring learning as their media for the learning process. The result of the data display was the data in the form of table and description regarding to Daring learning employed by the second-semester students of English Language Education Program at Institut Pendidikan Nusantara Global.

All the data which have been processed by the researcher were concluded. The conclusion was verifying by looking back to the data reduction and data display after collecting the data. It aimed to get the credible data which supported the valid data. The final conclusion was drawn after knowing that the data displayed has already solved the problem of the study. The result of conclusion drawing & verifying was the final data in the form of a short description regarding the conclusion of daring learning employed by the second-semester students of the English education Program at Institut Pendidikan Nusantara Global.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Daring learning was implemented to known the students' perception about daring learning while quarantining at second-semester of English Language Education students' of Institut Pendidikan Nusantara Global as the respondent of the research, based on the result of implemented daring learning were presented on the following table.

Table 1
Student' perception of daring learning

Student' agree used daring learning	Students don't agree used daring learning
25%	75%

The result of the table above showed that only 25% student' that agree with daring learning while 75% students' don't agree with this method, the researcher got this result from the students writing essay after the researcher implemented the media and ask the students to write down on the paper what their perception about daring learning that they used so the students can freely explain their thought about the media by using the writing essay. Based on the students' writing essay, the researcher found the difficulties face by the students when they used daring learning as the media of teaching and learning and also the advantages and disadvantages of using the media, and those explanations will be presented in the discussion session bellow.

Furthermore, the researcher did semi-structural interviews with the students, in semi-structured interviews the researcher prepare an interview guide that describes which topics will be explored during the interview, but the actual questions are not pre-written. So in semi-structured researcher has the freedom to word the questions spontaneously and explore topics in more detail. After the researcher did the semi-structural interviews by using their personal Whatsapp (WA), the researcher could get more information about the students' perception about daring learning; the interviews can be seen in the following bellow:

T : *bisa saya bertanya sebentar* (can I ask you for a moment)

S1: *bisa bu* (sure miss)

T: *selama 3 bulan ini kmu sudah menjalani proses belajar menggunakan daring learning, bagaimana menurut pendapat kamu tentang media ini apakah efektif untuk proses bejar kamu atau tidak?* (for the past 3 months you have been through the process of learning using daring learning, what do you think about this media is it effective for your learning process or not?)

S1: *menurut saya metode ini cukup bagus untuk di lakukan sebagai pengganti metode balajar seperti biasa nya di kampus di karenakan kondisi pandemi yang sedang kita alami saat ini, jadi kita msih bisa belajar dan mengerjakan tugas meskipun kita berada di rumah masing-*

masing dan saya rasa itu sudah cukup efektif untuk membuat saya tidak tertingal pelajaran saya selama libur pandemi ini berlangsung. (in my opinion this method is good enough to do as a substitute for the regular learning method on campus because of the pandemic conditions that we are experiencing right now, so we can still learn and do assignments even though we are at home and I think it's already effective enough to make me update with my lessons during this pandemic holiday)

T: *ok, terima kasih untuk jawaban dan waktu mu, semoga kamu bisa mendapatkan manfaat yang lebih banyak lagi dengan menggunakan media ini.* (ok, thanks for your answers and your time, hopefully you can get even more benefits by using this media)

S1: *sama-sama bu* (your welcome miss)

From the interview above, the researcher can take the conclusion that the student likes the daring learning media which is applied as a substitute for the direct learning method because of the coronavirus pandemic, and the student also feels this media is effective for his learning process.

Furthermore, to know more about students' perception about daring learning media the researcher also did the interview with every students' of second-semester of English Language Education at Institut Pendidikan Nusantara Global, the interview can be seen in the following bellow:

T: hello, bisakah saya bertanya sedikit mengenai daring learning media kepada mu? (hello, can I ask you a little bit about daring learning media to you?)

S2: iya bisa bu (yes sure miss)

T: selama menggunakan daring learning media apakah kamu merasa ada kesulitan? (as long as you use daring media did you feel any difficulty?)

S2: ada bu (there is miss)

T: apa itu? (what is that?)

S2: penggunaan daring media ini cukup banyak menghabiskan kuota saya bu, karna semua pelajaran di rubah menjadi daring saya lebih banyak menggunakan uang saya untuk membeli kuota tambahan bu, apalagi ketika sinyal di rumah saya lagi bermasalah bu, saya jdi susah untuk mengumpulkan tugas saya tepat waktu, dan yang membuat saya agak tidak suka sedangan daring learning ini bu karna kebanyakan dosen yang mengajar dengan menggunakan daring learning media hanya menggunakan sistem memberikan soal tanpa menjelaskan tentang materi dari soal tersebut, itu yg membuat banyak di antara teman-teman saya merasa kesulitan dengan metode daring learning online. (The implemented of this media pretty much consumes my quota miss, because all the lessons have been changed to daring learning, so I use more of my money to buy additional quota miss, especially when the signal at my house has a problem miss it would be difficult to collect my assignments on time, and the thing that makes me rather dislike this daring learning because most lecturers who teach with daring learning only use the system to give questions without explaining the material of the questions, which makes many of my friends feel difficulties with this daring learning media).

T: okey, terimakasih atas pendapat mu, jadi saya bisa tahu lebih banyak tentang kekurangan dari daring learning media ini. (ok, thank you for your opinion, so know I could known more about the deficiency of this media)

S2: iya bu (yes miss)

From the interview above the S2 (student) feel many disadvantages by using daring learning online, it can happen because the media is quite new for the students to used, so the student not really ready for using the media, but because of the coronavirus pandemic spread in Indonesia and also in Lombok where their institutetakes place. The student suddenly has to change their regular learning method to daring learning media, so when the lecturer implemented the media most of them fell some difficulties, but they don't have another choice besides following the lecturer order to use daring learning as the media for their learning process.

Discussion

Taken from students' perspective daring learning is one of the new methods and has not been commonly used in Indonesian universities. To complete the required data, researchers have taken 32 samples of survey respondents regarding the effectiveness of daring learning when viewed from the point of view of second-semester students majoring in English Department in Institut Pendidikan Nusantara Global. A total of 24 students from 32 students who were sampled or equivalent to 75% of the survey sample stated that they did not like the daring learning method and preferred to do face-to-face learning.

Based on the results of an analysis of students' writing essays and interviews conducted by the researchers, there were several obstacles felt by students related to daring learning. As many as 45.5% of respondents felt that the main obstacle perceived was signal constraints. The signal obtained by students is deemed inappropriate so that it is difficult for students to accept the lessons given by lecturers to the maximum. It is in line with Haerazi et al. (2020) and Pitura & Berlinska (2018) who inform that internet connection as a main problem faced by students in online learning. As many as 16.4% of respondents felt that the main constraints they felt were constraints on quota depletion and the limited money they had to continue to refill internet quota. This can happen because not all telecommunications companies operating in Indonesia have collaborated with daring learning media platforms, so the quota of students who are accessing online learning content is quickly depleted. Other respondents felt that the main obstacles felt were easily distracted; lack of explanation from the lecturer, and lecturers who did not explain the material but only gave the assignment to their students.

If the researcher saw from the answers above, we can conclude that daring learning has many shortcomings from various aspects. Unfortunately, the deficiencies experienced by students regarding daring learning are major deficiencies or shortcomings that are felt to be large and can hamper the process of teaching and learning activities as a whole. Starting from the problem of the signal to difficult to focus, daring learning is considered to add a burden to students. Difficulty in understanding the material delivered by lecturers who have never given the explanation of the material either by video message or video conference is also felt to be one of the burdens for students in undergoing daring learning.

Although online learning has many shortcomings and is not liked by most student respondents, as many as 6 students or the equivalent of 25% of respondents like the daring learning and can see the positive side that can be drawn from the implementation of daring learning. Online learning can be done anywhere, although it cannot always be done at any time. This causes students who carry out online learning to do the learning process in places they like while doing other things besides learning, such as eating, listening to music, and

watching television. For some students, learning environment of daring learning is more suitable for them than offline learning or face-to-face learning. Apart from the quota purchase problem, students who use a WiFi network feel that online learning can save their costs that are normally incurred daily. With online learning, students no longer need to pay fees to go to campus in the morning.

From all the things that have been explained above, it can be concluded that from the viewpoint of second-semester students of the English Department in Institut Pendidikan Nusantara Global, daring learning is not an effective learning method. Although online learning has several positive aspects, the positive side possessed by online learning has no impact on the effectiveness of existing teaching and learning activities. The positive side of online learning is mostly a positive side in terms of student lifestyle and student financing. Opposite of the positive side, the negative side possessed by daring learning is a weakness that can really affect teaching and learning activities carried out by lecturers and students, causing daring learning to be an ineffective learning method.

CONCLUSION

The ignorance of government and public about when the Covid-19 pandemic will end will result in students and lecturers still having to go daring for the rest of the semester. Some changes can be applied to make online learning a more effective learning method, such as lecturers who are supposed to hold video conferences or at least record video explanations of the material and send their videos to group chats so students can better understand the explanations of lecturers and teaching and learning processes can occur two directions and give students the flexibility to ask questions, the lecturers really explain the material that they will convey to students through video or video conferencing and not only provide power points, limit the number of assignments given by the lecturers so it will not become a burden for students, even distribution of signals by telecommunications companies so that there will be no hard signals when the learning process takes place, and the making of an appropriate platform is also adequate by all universities in Indonesia. It is better if daring learning can be further reviewed by the relevant agencies in order to become a more effective learning method going forward, both for students and lecturers.

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